

PBA –My new friends

Theme: Describing People

Level 1 - Novice

After Students Learn:

- MLI.IP1A Use basic greetings, farewells, and expressions of courtesy.
- MLI.IP1E Give simple descriptions.
- MLI.P1B Give basic information about self and others using suggested topics.
- MLI.P1C Demonstrate Novice-Mid proficiency in oral and written presentations.

Real Life Context: (Personalized)

You are studying abroad for one semester. You've made some new friends in school and want to let your classmates back home know about your friends and how much fun you are having. You know your world languages teacher expects you to write in the language you are studying!

Performance Task

Email your classmates and your world languages teacher describing your new friends. In addition to basic information, you may want to talk about physical features and personality traits as well as some things your new friend likes to do. Be as descriptive as possible.

Use this area to jot down some notes (not a script). You will be given a minimum of 20 minutes and up to 30 minutes to complete your final draft.

Friend	Physical Traits	Personality	Interests	Nationality

Performance Based Assessment Rubric – **On-Level** (writing)

	4	3	2	1	0
Task Completion	Narration is developed in rich detail, with cohesion and logical order and addresses all aspects of task with thoroughness.	Framework of narration is presented with some detail, cohesion and logical order.	Narration is disorganized, no elaboration and/or no logical order. Few formative elements of the task are presented. Response may be vague and confusing.	Response is incomplete and/or off-task.	Cannot be rated.
Language Usage	Use of complex structures with limited error patterns; some variation in sentence structure; emerging use of cohesive devices.	Limited use of complex structures with error patterns; limited variation in sentence structure; no use of cohesive devices.	No complex structures; frequent basic errors; mostly simple sentences and/or repetitive sentence structure; native language interference in grammar patterns.	Grammar is not appropriate to the task.	Cannot be rated.
Vocabulary	Vocabulary with very limited repetition; variety of different transition words and some idiomatic phrases; use of prior vocabulary relevant to the topic.	Vocabulary with some repetition; some basic transition words and idiomatic phrases; use of prior vocabulary, may not be completely relevant to the topic.	Frequent repetition of vocabulary; very limited new vocabulary; no transitions, idiomatic expressions or specialized vocabulary; vocabulary frequently off topic.	Vocabulary is irrelevant, repetitive, and/or highly dependent on native language.	Cannot be rated.
Delivery	Conveys intended meaning needing little interpretation by a sympathetic listener, clarification or self-correction (if present) improved comprehensibility.	Conveys intended meaning needing interpretation by a sympathetic listener, clarification or self-correction (if present) improved comprehensibility.	Partially understandable, with errors that force interpretation and cause confusion for the listener.	Barely understandable with frequent or significant errors that impeded comprehensibility.	Cannot be rated.

16 – 100%	12 – 84%	8 – 72%	4 – 60%
15 – 96%	11 – 82%	7 – 70%	3 – 56%
14 – 92%	10 – 78%	6 – 68%	2 – 54%
13 – 88%	9 – 76%	5 – 64%	1 – 50%

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Explain why you scored yourself the way you did.
